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ABSTRACT

This guide is designed for use by foreign language department chairpersons. The following topics are discussed: (1) goals of supervision, (2) the attitude of a good evaluator, (3) basic principles and purposes of supervisory visits, (4) what to look for during the supervisory visit, (5) the followup conference, (6) how to use the instruments for evaluating instruction, and (7) guidelines to be used during classroom observation. General guidelines for evaluating foreign language programs are offered, and an extensive list of foreign language teacher competencies taken from "A Competency-Based and Field-Centered Teacher Education Program in French," is provided. Sample teacher evaluation forms are also included. (PMP)

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Faculty of Educational Studies

EVALUATING INSTRUCTION IN THE FOREIGN LANGUAGE CLASSROOM:

A GUIDE FOR DEPARTMENT CHAIRMEN

BY ANTHONY PAPALIA

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Preface

The purpose of this manual is to suggest guidelines and ways of evaluating the teaching-learning process.

Special thanks are given to the following Committee of Western New York Teachers for their input and suggestions: Tamara Andrijuk, Linda Cascio, Bernadette Clines, Anne George Harris, George Hellyer, Matt Martel, José Mendoza and Liz Visone.

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I. Goals of Supervision

The basic goals of supervision are:

Coordination

Critical Evaluation

Giving Direction

Improving Instruction and Programs

Stimulating Growth of Teachers and Students

To realize these goals it is imperative to evaluate both the teacher and the program. It is suggested that teacher evaluation should take place three times per year in the regular classroom situation. A cummulative year-end evaluation should take place to assess the teacher's total performance inside and outside the classroom.

II. The Attitude of a Good Evaluator

The aim should be the appraisal of instructional outcomes and the improvement of the whole teacher-learner situation. The good evaluator should:

A. Evaluate the job (performance) not the person

B. Base evaluations on firsthand observations

C. Use a positive approach; consider what will help to improve the teacher's effectiveness

D. Combine measurement of student progress and teacher performance in the program of teacher evaluation

E. Keep evaluation program flexible enough to meet changing conditions

II. Attitude of a Good Evaluator (Continued)

F. Consider evaluation as an important means toward achieving goals--not an end in itself.

G. Be familiar with the teacher abilities and background

H. Record observations immediately and arrange a conference with the teacher to cooperatively analyze findings

I. Discuss what appear to be strong and weak aspects of the teacher's performance and make definite plans for correction and improvement

J. Encourage an experimental environment where teachers and supervisors feel free to explore, to experiment and to test methods, processes and materials used in teaching.

III. Basic Principles and Purposes of Supervisory Visits

Supervisory visits should be focused on all elements of the teaching-learning situation, not merely on the teacher.

A. Chief purpose of the supervisory visit should be the improvement of instruction; i.e., should be instructive rather than inspectional and repressive.

B. Supervisory visits should afford each teacher a definite and concrete basis for improvement.

C. Evaluator should help the teacher use various measures of self-evaluation.

D. Teachers should feel free to discuss their problems and to make suggestions. The evaluator should respect the opinions and points of view of the professional staff.

III. Basic Principles and Purposes of Supervisory Visits (Continued)

E. Good staff supervision promotes methods that bring about a classroom climate of satisfaction and accomplishment.

F. Wise supervision should include freedom for teacher and initiative, individuality and creativity in classroom experimentations of methods.

IV. What to Look for During the Visit

A. Does the teacher provide good direction and motives?

B. Does the teacher enjoy the respect of pupils?

C. Are the objectives of the lesson clear to the students?

D. Were the objectives met?

E. Does the teacher model, direct and reinforce pupil response?

F. Does the teacher provide opportunities for pupils to use the language in meaningful situations?

G. Are the pupils aware of what is expected of them?

H. Does the teacher offer time for questions and does he respond adequately to them?

I. Does the teacher show enthusiasm for the subject matter?

J. Do the students show interest and do they willingly participate in the class?

V. The Follow-Up Conference

A. Objectives

1. Establish rapport with the teacher

2. Include general commendations of the lesson and specific approval of an aspect of the lesson

V. The Follow-Up Conference (Continued)

3. Commend teacher on his skill

4. Further the teacher's confidence in himself and his work

5. Offer constructive suggestions for teacher improvement

B. Guidelines

1. Note possible cause of actions beforehand

2. Assemble instructional and professional materials which may assist teacher

3. Be understanding, sincere and friendly

4. Start conference with a positive approach

5. Analyze difficulties together

6. Close conference on a friendly note with praise; be encouraging, leave teacher with something to grow on, go on and glow on.

VI. How to Use the Instruments for Teacher Evaluation

The categories on these instruments are intended as guidelines and the evaluator should only comment on those that he thinks are pertinent.

A. Guidelines for the Use of the "Report on Classroom Observation":

The most efficient and fair way for the evaluator to use this form is for him to bring the guidelines and a blank sheet of paper with him to the class to be observed. On the blank sheet of paper the evaluator jots down a running account of the lesson and his observations, referring to the guidelines when necessary. As soon as possible after the class, the evaluator organizes his thoughts and records them as he sees fit, possibly on an UNOFFICIAL copy of the

VI. How to Use the Instruments for Teacher Evaluation (Continued)

form. The next day, the teacher and the evaluator have the post-observation conference at which time they come to an agreement about the good points of the lesson and the areas that need improvement. The evaluator then writes up the official copy of the instrument at his convenience and sends copies of it to the teacher for his signature.

B. Guidelines for the Use of the "Cummulative Teacher Evaluation Form": As in the other instruments, the categories that are listed on this form are only meant as guidelines and each does not have to be commented on. Please note that the section on "Professional Activities" is optional because these things do not affect a teacher's effectiveness; however, they are useful for tenure or promotional purposes. The cummulative evaluation of the teacher's performance would be discussed at the third post-observation conference and the instrument could be filled out and given to the teacher for his signature at a later date, in the same manner as the thrice yearly evaluation form is handled. These are only suggestions for using the instruments; if the individual supervisor feels that according to his particular situation, this is not a good way to use them, then, of course, he may adapt either the content of the form or the way of using them to his situation.

VI. How to Use the Instruments for Teacher Evaluation (Continued)

C. Rationale behind these instruments: These instruments are consistent with the goals of supervision in that they give direction and when used properly will improve instruction and stimulate the growth of students and teachers. They are open-ended providing the evaluator with the opportunity to express both positive and negative comments. The evaluator is given the chance to discuss a variety of topics which cover the full gamut of teacher-related activities. The evaluator then chooses those that are most relevant and can help the teacher's professional growth the most and comments on these. Further material for the evaluation of the teacher could be collected from other sources. One such source is teacher self-evaluation and the questions that a teacher might use for this purpose are on Page Four of this handbook under "What to Look for During the Visit." We feel that the teacher himself is the best person to develop individually his method of self-evaluation. Another possible source is student evaluation of the teacher and the program. A form designed for this purpose is attached towards the end of this manual.

VII. Guidelines to be Used During Classroom Observation

A. Classroom Atmosphere

1. The general atmosphere should be relaxed and happy conducive to learning, satisfaction and achievement with proper physical properties (lighting, ventilation,

VII. Guidelines to be Used During Classroom Observation (Continued)

seating, etc.).

2. Student-teacher relationship should possess mutual respect, teacher personalization (i.e., teacher should know names and interests of individuals) and adaptation of instruction to student level.

3. Student-student relationship should provide for interaction and effective grouping (large grouping, small grouping, individualization, etc.).

B. Teacher Effectiveness

1. Organization of lesson should provide for:

- formulation of specific instructional objectives which are made clear to the students
- class tempo (prompt beginning, economical use of time)
- clear, logical presentation
- clear examples and/or illustrations
- provision for review
- worthwhile homework assignments

2. Teaching technique should contain:

- suitability of methodology to content
- variety of presentation
- use of supplementary materials (blackboard, audiovisual equipment, outside materials, etc.)
- provision for judging student progress

VII. Guidelines to be Used During Classroom Observation (Continued)

3. Teacher performance should contain:

- accuracy in content
- proper amount and type of speaking (audibility, clarity, use of target language)
- enthusiasm, ability to motivate, ability to show importance of lesson
- poise, self-confidence, pleasant appearance
- flexibility

4. Student performance should:

- involve participation (amount and type, audibility, and use of target language)
- arouse interest and attention
- demonstrate progress
- demonstrate self-control

C. Fulfillment of Lesson Objectives

D. Other General Comments

VIII. Report on Classroom Observation

Name of teacher _____ Date _____

Subject and level taught _____ Time _____

A. Classroom Atmosphere

1. General Atmosphere

Comments:

2. Student-Teacher Relationship

Comments:

VIII. Report on Classroom Observation (Continued)

3. Student-Student Relationship

Comments:

B. Teacher Effectiveness

1. Organization of Lesson

Comments:

2. Teaching Technique

Comments:

3. Teacher Performance

Comments:

4. Student Performance

Comments:

C. Fulfillment of Lesson Objectives

Comments:

D. Other General Comments:

Observer Signature _____

Title _____

This form has been discussed and acknowledged:

Teacher Signature _____ Date _____

Teacher Comments:

IX. Cummulative Teacher Evaluation Form

Teacher's name _____ Date _____

School _____ Subject and Levels _____

A. Teacher Performance (cummulative evaluation of overall strengths and weaknesses and evidence of growth--responsiveness to suggestion and improvement)

Comments:

B. Teacher Responsibility (attendance, punctuality, keeping of student records, lesson plans, attendance at staff functions)

Comments:

C. Teacher Ability to Work with Others (cooperation with rest of staff, relationship with students--personality classes and/or discipline problems--and relationship with parents)

Comments:

D. Professional Activities (membership in professional associations, conference attendance, university course work, community-related programs)

Comments:

E. Other Comments:

Signature of Supervisor _____

This form has been discussed and acknowledged:

Teacher Signature _____ Date _____

Teacher Comments:

X. Personal Growth of Teachers

Listed below are four general areas related to teaching. It may be helpful to ask the teacher to set his own personal goals and discuss them with his evaluator.

A. Identify areas related to Instructional Techniques that you are improving during the course of the academic year:

B. Identify areas related to Professional Attitudes that you are improving during the course of the academic year:

C. Identify areas related to School Routines that you are improving during the course of the academic year:

D. Identify areas related to Staff, Parent and Community relations that you are improving during the course of the academic year:

XII. COMPETENCIES OF FOREIGN LANGUAGE TEACHERS

Content Area

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Minimal Competencies to be Assessed

A. Practical Command of the Language

Competencies:	Assessment Procedure and Conditions:
1.10 Understand the foreign language as spoken by a native at a normal conversational tempo.	In spontaneous conversations on topics of a general nature and in university lectures on non-technical subjects in which the candidate has some knowledge he is able to understand what is said.
1.20 Speak the language with sufficient command to carry on a conversation with a native speaker.	In situations as described above and on the material that he has been assigned to read the candidate is able to answer, ask questions and make comments in the foreign language.
1.30 Read material of a general nature with immediate comprehension.	The candidate will read with immediate comprehension, material of average difficulty (material that is neither technical nor esoteric).
1.40 Write on general topics with clarity and correctness.	The candidate is able to write simple straightforward letters, take lecture notes, write reports or summaries of assigned readings with no errors in basic grammar.

B. Language Analysis

Competencies:	Assessment Procedure and Conditions:
2.10 Analyze and apply his analysis of the phonology, morphology and syntax of the source and target languages.	The candidate prepares drills and exercises which lead to accurate pronunciation and which fit the appropriate structures; he recognizes errors in phonology, morphology and syntax, diagnoses the origin of these errors, selects and devises exercises, drills and techniques to correct them.

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C. Culture

Competencies:	Assessment Procedure and Conditions:
3.10 Describe the principal ways in which the people within a foreign culture(s) behave as compared with Americans.	Given a category (family life, educational and vocational pursuits, leisure time activities, etc.), the candidate will describe the foreign cultural pattern and compare it with the American.
3.20 Relate significant geographical, social, political and economical features of the country to its contemporary culture. Point out significant historical, artistic and literary movements, their inter-relationships with each other and with contemporary culture.	Given a significant geographical feature, historical event, contribution in the arts, specific social or political institution, the candidate will be able to explain its significance and effect on contemporary life in the foreign country (or countries).

Learning-Teaching Process

A. Competencies--Curricular Objectives

1.00 Since the development of a unit of study is a selection process, the teacher shall be able to:

- 1.10 identify sources of potential input such as society, needs and interests of students, State or local FL syllabi, current textbooks, etc.
- 1.20 identify sources of potential learning activities
- 1.30 identify the general goals of the unit
- 1.40 sequence the content
- 1.50 identify a variety of learning activities that could be used to reach the desired level of learning
- 1.60 identify strategies for evaluating the FL unit

2.00 Since objectives are necessary in the development of a lesson plan, the teacher shall be able to identify objectives that:

- 2.10 are in a behavioral form
- 2.20 are consistent with the intellectual maturity of the students
- 2.30 provide for positive attitudinal changes towards the subject
- 2.40 provide for the development of manipulative skills appropriate to the subject
- 2.50 provide for the development of cognitive skills beyond the recall level

3.00 Identify some curriculum models, indicate the various points of decision making and suggest the effects that one decision may have on other elements of the model.

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B. Competencies--Instructional Modes

1.00 Since instructional modes are necessary in the lesson plan, the teacher shall be able to:

1.10 utilize each of the following instructional modes: individual activities, group activities, discussion, student questions and answers, thought provoking and open-ended questions, supervised student practice, differentiated modes of instruction to individualize learning (i.e., assignment, grouping, packets, activities, etc.)

2.00 Since sequencing and feedback are necessary in the lesson, the teacher shall be able to identify and utilize:

2.10 a learning activity that captures the student's attention at the start of the lesson
2.20 a sequence of learning activities meaningful to the students
2.30 a sequence of learning activities that maintain student attention throughout the lesson
2.40 learning activities that relate previous learning to the learning in the lesson
2.50 learning activities that relate subsequent work and assignments to the present work
2.60 immediate feedback from the students to alter the planned sequence of learning activities
2.70 immediate feedback from the students on the pace of the planned activities
2.80 immediate feedback on the effectiveness of the activity to the individual and to the group

C. Competencies--verbal and non-verbal communication

1.00 Since efficiency, as well as effectiveness, is necessary in the instructional process, the teacher shall be able to identify and utilize:

1.10 a system of clerical efficiency with respect to the paper work required of all teachers
1.20 a system to organize instructional materials (i.e., textbooks, charts, models, etc.)
1.30 a system for the efficient processing of equipment and supplies

2.00 Since teachers must communicate with students, the teacher shall be able to:

2.10 write in a legible, visually dynamic and accurate form (i.e., via the chalkboard, overheads, handouts, etc.)
2.20 speak in an audible way (i.e., appropriate volume, diction, pitch, speed, etc.)
2.30 utilize non-verbal communication to express control, directions, approval, disapproval, etc.

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D. Competencies--evaluation

1.00 Since measurement and evaluation are essential in assessing learning, the teacher shall be able to:

1.10 identify, select and develop measurement techniques that:

1.11 assess learning identified as important during instruction

1.12 are related to specific instructional objectives

1.13 are valid and reliable

1.20 utilize the results from measuring instruments to determine:

1.21 the potential weakness of instruction

1.22 learning problems of individuals and the entire group

2.00 Given a linguistic feature (phonology, vocabulary, morphology, syntax) students prepare discrete items in the four basic skills.

E. Competencies--media

1.00 Since multi-media are useful in the instructional process, the teacher shall be able to identify:

1.10 and utilize a wide range of written material

1.20 and utilize a wide range of audio-visual materials (i.e., films, filmstrips, slides, transparencies, TV tapes, audio tapes, pictures, etc.)

1.30 and utilize appropriate instructional equipment (i.e., movie projectors, filmstrip projectors, slide projectors, overhead projectors, duplicators, etc.)

1.40 and modify available instructional materials to function within the limitations of classroom or building facilities.

F. Competencies--teaching the four basic skills and culture

1.00 The candidate will demonstrate effective techniques for teaching comprehension of the spoken foreign language.

2.00 The candidate will demonstrate effective techniques for teaching the learner to speak the foreign language.

3.00 The candidate will demonstrate effective techniques for teaching the learner to read the foreign language.

4.00 The candidate will demonstrate effective techniques for teaching the learner to write the foreign language.

5.00 The candidate will demonstrate effective techniques for teaching the learner the culture of the peoples whose language is being studied.

G. Competencies--building an instructional climate and environment

The competencies on building an instructional climate are to be evaluated during the intensified field experience by a team of experts.

1.00 Since information concerning indivudal needs and differences is necessary for classroom decisions, the teacher shall be able to:

1.10 identify information related to individual students from the following sources: verbal pretests, non-verbal pretests, school records, etc.
1.20 evaluate and utilize such information to determine the pupil's ability for learning a foreign language
1.30 measure and record the level of achievement of a pupil
1.40 describe the stage of development of individual pupils in each of the following areas: physical, emotional, social and intellectual

2.00 Since pupil ability, background and level of development affects classroom decision, the teacher shall be able to:

2.10 utilize this data to select appropriate learning strategies and prepare appropriate lessons.

3.00 Since appropriate communication skills are necessary to facilitate learning, the teacher shall be able to:

3.10 utilize vocabulary, terminology and anologies suitable to the student's developmental level
3.20 demonstrate appropriate oral communication in classroom presentation by each of the following: proper enunciation, proper pronunciation, appropriate modulation and appropriate amplification
3.30 present material logically as evidenced by utilizing deductive and/or inductive methods of presentation.

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G. Competencies--building an instructional climate and environment (Continued)

4.00 Since an appropriate classroom climate must be created and maintained for learning to take place, the teacher shall be able to:

- 4.10 identify and utilize behavioral objectives in planning and presenting lessons
- 4.20 state to the pupils at an appropriate time, the course goals and objectives
- 4.30 consistently state to the pupils the basis for evaluation of the course work prior to the commencement of the course work
- 4.40 identify and utilize a learning atmosphere conducive for pupils working independently or in groups
- 4.50 arrange objectives and learning experiences in a logical sequence
- 4.60 maintain as an objective the cultivation of each of the following social skills: cooperation, idea-exchange, shared problem solving, self evaluation, group evaluation, responsibilities
- 4.70 utilize experiences conducive to developing the following attitudes: curiosity, rationality, open-mindedness, positive self concept, creativity, objectivity, honesty, humility, tolerance for other cultures
- 4.80 maintain an atmosphere of mutual respect
- 4.90 solve individual pupil problems (i.e., social, psychological, educational, etc.) by: recognizing that a problem exists and utilizing appropriate supporting agencies to help the pupil.

5.00 Since unacceptable behavior of individual students is not conducive to a learning environment, the teacher shall be able to:

- 5.10 recognize that discipline problems may arise in a classroom because of one or more of the following professional reasons:
  - 5.11 poor planning with an insufficient variety of learning experiences
  - 5.12 improper management of class time
  - 5.13 insufficient pupil participation
  - 5.14 lack of voice control
  - 5.15 obscure or vague objectives for the lesson
  - 5.16 lack of recognition of pupil's needs
  - 5.17 unsatisfactory physical environment (i.e., seating arrangement, lighting, noise, etc.)

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5.20 recognize that discipline problems may arise in a classroom because of one or more of the following personal reasons:
- 5.21 pupil-teacher conflict
- 5.22 fatigue or boredom on the part of the teacher or pupils
- 5.23 pupil's home situation
- 5.24 sociological, medical or emotional problems of the pupil or teacher

5.30 formulate, with the pupils in a class, a code of acceptable behavior within the parameters of the district and building procedures

5.40 identify and analyze with the pupils in the class the causes of discipline problems

5.50 adhere to the established code of discipline problems

5.60 identify the person or persons with the unacceptable behavior and discipline only this person or persons

5.70 indicate to the pupil(s) his disapproval of the unacceptable behavior by one of the following: verbal communication, non-verbal clues, a congruence of verbal and non-verbal communication

5.80 identify alternate strategies for either alleviation or removal of the cause of the unacceptable behavior

6.00 Since the behavior of the teacher is a major molding influence on the pupil, the teacher shall be able to demonstrate his awareness and acceptance of his pupils as persons by:

- 6.10 sharing with the pupil a good point which makes him valuable to himself and to society
- 6.20 appropriate us of praise
- 6.30 interacting with the pupil in a courteous, patient manner
- 6.40 abstaining from the use of expressions or names interpreted by students as derogatory or demeaning
- 6.50 employing verbal and non-verbal communication which will build the pupil's self image
- 6.60 be consistent in the matter of privilege or discipline
- 6.70 recognize and accept differences in dress, appearance, beliefs and practices which do not interfer with class instruction

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7.00 Since the safety of the pupils in a classroom or on a field trip is the legal responsibility of the teacher, the teacher should be able to:

- 7.10 inform the pupils of the basic rules of safety
- 7.20 identify his legal responsibilities to his pupils in respect to safety
- 7.30 exemplify safety rules at all times
- 7.40 consider an infraction of safety rules as a discipline infraction and follow the outlined discipline procedures
- 7.50 identify and utilize school district procedures to be followed in case of pupil accident or illness
- 7.60 motivate the students to formulate a set of basic rules and responsibilities of the pupils to their fellow pupils

Teacher-School-Community-Profession

The school, as a social institution in the community, consists of administrators, faculty, pupils and other support personnel. As the pre-service teacher enters the Teacher-School-Community-Profession in the intensified field experience, he will demonstrate the following competencies related to the school community.

A. Competencies--working relationships

Competencies related to Teacher-School-Community-Profession are to be assessed during the intensified field experiences by a team of experts.

1.00 Since the teacher must communicate with the personnel in the school-community, the teacher shall be able to:

- 1.10 demonstrate common courtesies to all members of the community
- 1.20 communicate his ideas and feelings in language understandable to all members of the community
- 1.30 define and interpret the rationale for the inclusion of foreign languages in the curriculum and interpret this to students, administrator and community

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2.00 Since the school-community consists of a variety of personnel, each with a specific function, the teacher shall be able to identify the function of the following personnel, if represented in the school-community:

- 2.10 professional personnel--administrators, department chairperson, curriculum director, audio-visual director, librarian
- 2.20 support personnel--clerical, custodial, para-professional
- 2.30 pupil service personnel--guidance, school doctor, nurse-teacher, reading specialist, psychologist

3.00 Since a teacher must work in harmony with all personnel in the school-community, the teacher shall be able to:

- 3.10 support colleagues insofar as their actions are consistent with established policy
- 3.20 demonstrate that he can accept other persons, changes and constructive criticism

4.00 Since professional activities are an integral part of the school-community, the teacher shall be able to:

- 4.10 identify the functions and participate in school committees, extra-curricular activities and co-curricular activities

B. Competencies--student records and communication with parents

1.00 Since teachers receive (priviliged) information concerning students from such sources as other students, parents, pupil personnel service team or the pupil himself, the teacher shall be able to:

- 1.10 decide whether or not this information should be transmitted
- 1.20 select the appropriate person(s) to whom this information should be transmitted
- 1.30 utilize this information to meet the pupil's needs

2.00 Since the school-community is governed by specific rules and organizational procedures, the teacher shall be able to:

2.10 record the attendance of the pupils utilizing the district procedures
2.20 record data concerning the pupil's learning progress utilizing the district procedures
2.30 utilize the district or building handbook to identify and describe the procedures to be followed in each of the following: fire, fire drill, emergency evacuation, accident, illness of pupil, extreme discipline problems, safety procedures, field trips, guest speakers
2.40 identify the correct procedures to follow when a specific situation is not covered in the district handbook

3.00 Since communication with the parents of students is an integral part of the teacher's role, the teacher shall be able to:

3.10 use language that could describe pupil's performance understandable to the parent
3.20 state the curriculum objectives in language that could be understood by the parent
3.30 describe language that could elicite the parent's interests and concerns
3.40 participate in parent-teacher conferences
3.50 utilize the parent's interests and concern in meeting the pupil's needs

4.00 Since a large number of resources are available in the community, to meet pupil interests and needs, the teacher shall be able to:

4.10 identify resources available in the community that apply to specific objectives in instructional units
4.20 utilize community resources when feasible in the instructional process

5.00 Since the socio-economic climate of a community affects the cultural background, entering behavior, and physical welfare of students, the teacher shall be able to:

5.10 identify and state the socio-economic climate of specific pupils in his classroom

C. Competencies--professional organizations and professional evaluation

1.00 Since professional organizations serve to meet certain needs of teachers in a school, the teacher shall be able to:

1.10 identify the specific local, state and national professional organizations found in the school district

1.20 identify the function of each of these professional organizations

1.30 identify the professional committees that are functioning for the growth of or the change in the profession

1.40 attend meetings of the professional organizations and committees when appropriate

2.00 Since school districts now function under a teacher-district contract, the teacher shall:

2.10 read the current contract that exists in the school district

2.20 be able to identify and state the teacher rights and obligations in the contract

2.30 attend, where possible, meetings that develop the contract

3.00 Since professional evaluation is one major method a teacher can utilize to improve professionally, the teacher shall be able to:

3.10 actively seek analysis of his teaching by other professionals (i.e., sponsor teacher, other teachers, administrators, etc.)

3.20 accept constructive criticism from other professionals and utilize their suggestions to improve his teaching performance

3.30 gather data concerning his teaching performance utilizing educational technology (i.e., audio tapes, video tapes, etc.)

3.40 utilize instruments that analyze teaching performance (i.e., Flander's interaction)

3.50 utilize pupil evaluation in teaching (i.e., interview, questionnaire, etc.)

3.60 display a sense of responsibility for professional growth and demonstrate his awareness that foreign language methodology is continuously evolving

XII. Evaluation of Foreign Language Programs

A. Definition of Program

The program is the sum total of the means by which students are guided to the attainment of the intellectual and moral discipline requisite to the role of an intelligent citizen in a democratic society. This encompasses all of the learning experiences that students have under the direction of the school.

B. Supervisory Principles and Implications for Program Evaluation

1. The evaluation of a program should be a basic part of the program itself.
2. A program should be evaluated in terms of its own objectives and the instructional improvement which it achieves.
3. Program revision and evaluation should take place at least every five years or whenever necessary.
4. Supervisors must accept the principle that cooperative participation by all staff members, personnel, professional associations, the school community and student representatives is essential for the success of the program.
5. Provisions must be made for assisting the professional staff in creative ways to solve both individual and common programs.
6. The effectiveness of the program should be evaluated by the participants and also by outside consultants.
7. The aim of evaluation is to improve the program and ultimately to improve instruction for students.
8. Statistical data gathering and interpretation should form the basis of supervisory program evaluation. For this purpose

XII. Evaluation of Foreign Language Programs (Continued)

an instruction committee and a program committee could be organized with the following responsibilities:

a. Instruction Committee

Reviews continually all aspects of the instruction program and each aspect in relationship to the whole program. Defines problems and proposes ways and means of seeking solutions. Gives direction to the program committee for each year's work. Serves as a channel of communication about curriculum development and instructional issues among all members of the teaching staff.

b. Program Committee

Examines, evaluates and recommends textbooks, supplementary books and other teaching aids. Recommends the development and production of instructional materials not available commercially to suit the needs of the department. Evaluates current program of instruction in area of study, revises and updates it. Helps faculties understand and use effectively the instructional materials. Reports the results of their work to the instruction committee for endorsement and recommendations.

9. The forward-looking school system will continuously seek to evaluate its efforts and to report on its strengths and weaknesses in curriculum.

XII. Evaluation of Foreign Language Programs (Continued)

10. The key to sustained community support of supervision is the instructional program which is responsive to the changing needs of the community.

Programs need to be evaluated in an effort to verify that content and instructional activities in this subject area:

- contribute to a balanced program of general education for each student
- articulate the learning experiences of the middle schools with the high schools
- provide educational opportunities for each student in accordance with his own needs
- provide opportunities for exploration within the subject area
- provide opportunities for a limited amount of specialization in area of interest or ability
- are flexible
- provide for evaluation of student achievement in accordance with each individual's aptitudes and interests
- are analyzed periodically in an effort to determine why students fail in some aspects of the language

XII. Form for Teachers to Evaluate the Foreign Language Program

This form is designed to be used specifically for the evaluation process of Foreign Language programs. It is open-ended in nature, calling for brief answers or descriptions of various aspects of the program. Notes or qualifications that explain responses or make more complete the description of the practices in the program should be included.

XIII. Form for Teachers to Evaluate the Foreign Language Program (Continued)

A. List and describe briefly the foreign language courses offered:

B. State goals for subject area and how well the objectives have been achieved (i.e., in listening, speaking, reading, writing, cultural insight) varying stress at different instructional levels:

C. In what ways are students provided with opportunities to assume responsibility in planning, carrying out, and evaluating their own learning:

D. In what ways is opportunity for exploration provided for each student enrolled:

E. What provisions have been made for in-depth study by students who show ability and interest in the language of study (i.e., flexibie, ability grouping):

XIII. Form for Teachers to Evaluate the Foreign Language Program (Continued)

F. What type of tests are administered to evaluate student performance and progress:

G. Do teachers use the results of evaluations as an index of their teaching effectiveness and do they make adjustments in instructional methods and materials accordingly:

H. How do the teachers work together in planning for the coordination of the instructional activities both within their subject area and within disciplines:

I. Is instructional level three and above conducted by teachers who speak like a native or close to a native:

J. How does the school make use of available native speakers or other persons knowledgeable in foreign language culture:

K. What facilities, equipment and materials are most extensively used for the subject of study (i.e., textbooks, audiovisual equipment, etc.):

XIII. Form for Teachers to Evaluate the Foreign Language Program (Continued)

L. What is done in the subject area to promote and contribute to:

- moral and ethical values

- intellectual development

- positive self concepts

- social development

- community relations

M. Describe provisions made for individual differences among students in:

- ability

- interests

- cultural background

N. Give examples to indicate that the context and instruction in the language are consistent with the school's stated philosophy and objectives:

O. Name improvements in the instructional program in subject area that have been completed within the last five years:

XIII. Form for Teachers to Evaluate the Foreign Language Program (Continued)

P. What are considered to be special strengths of the instruction in this subject area or the weaknesses:

Q. What procedures and practices are used in the continuous evaluation of instruction:

R. Other comments:

XIII. Instruments for Student Evaluation of Teacher and Program

Please respond according to the following key:

1 = strongly agree; 5 = strongly disagree.

A. The subject matter of this course was interesting.

1 2 3 4 5

B. You plan on studying further in this area.

1 2 3 4 5

C. You found this course to be necessary in your overall education.

1 2 3 4 5

D. This course was relevant.

1 2 3 4 5

E. You thought that the methods of teaching were effective.

1 2 3 4 5

END

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